

APPROVED MINUTES

Adult Education Advisory Committee Meeting July 13, 2005 - 10:00 a.m. to 1:00 p.m. Room 241

Present: Herb Clark, Karen Daniels, Edwin Espinel, Jeff Galli, Suzette Hudson, Carolyn Johnson (Secretary), Norman Nakamura, Wayne Miflin, Edith Mitko, Paula Oakey, Mary Ann Parkinson, David Peterson (for Jared Haines), Loma Prince, Mary Shumway, Shauna South, Nate Sutherland, Geri Swalberg, and Gary Wixom

Excused: James Andersen, Sandra Grant, Jared Haines, and Don Uchida

Welcome

Paula welcomed the committee members and everyone in attendance introduced themselves as well as stated who they represented.

Approval of the Minutes

The Minutes from June 8, 2005 were reviewed and approved as corrected. With the exception of one paragraph, (below) being rewritten for clarification, the remaining corrections were typographical errors to be changed.

- **Adult Education Transfer to another Agency Consideration**
- Page 2, Paragraph 2 was rewritten by Mary Shumway to clarify the context, and reads as follows: There has been talk again about moving adult education to another agency. Senator Howard Stephenson wants to explore moving adult education to the Department of Workforce Services (DWS) or Higher Education; however neither of these agencies wants to oversee adult education. It was asked if the State Office of Education oversees the age group 5 - 18 years old or the K-12 grades. There was discussion regarding the pros and cons of moving adult education to DWS, UCAT or other colleges.

Suzette Hudson made a motion to approve the minutes as amended, and Herb Clark seconded the motion.

UBSCT and HB 232

Mary Shumway responded to this agenda item which resulted in considerable discussion, and was later summarized by Paula Oakey. Mary said the biggest problem is the fact that this is an ongoing issue for the committee, and causes a big concern of what impact it will have to the young people who are unable to pass the test after taking it three times.

There was also considerable discussion when Suzette indicated it caused a barrier for employment to those students who are unable to pass the test. Loma also added that those who don't pass the test but have enough credits to no longer qualify for high school completion raises some real issues. Indication was made that it is difficult to predict and there was hope for more concrete numbers to be discussed at the next meeting.

Shauna expressed concern as to whether or not the following information, (on a handout regarding UBSCT) was correct and suggested it needed to be investigated further: *"There are valid test alternatives to UBSCT already in place that could be used to assess competency for*

adult students. Several tests currently in use have been validated and normed, and would be appropriate alternative test to allow adults the opportunity to meet graduation requirements and their SEOP goals."

Interim Meeting Update - Adult Education

Mary shared some background information regarding the controversy of moving Adult Education to Workforce Services, and her involvement in various conversations and meetings with Jim Andersen, Senator Howard Stephenson, John Florez, Adult Education Specialists and individuals from various organizations.

Two documents were passed out regarding the Interim Meeting on July 20th, and reviewed with the committee. They were an agenda, (including the committee members of the Interim Committee) and a "Facts" sheet document that highlighted adult education information.

Several specific issues were discussed by the committee and summarized by Paula Oakey.

- There has been a feeling that if Adult Education were moved to the Department of Workforce Services, they may be more favorably treated and likely to get increased funding.
- Workforce Services is not set up to administer Adult Education services but they could become a fiscal agent.
- There was question as to how the State Board felt, and how they have prioritized Adult Education.
- Legislators have indicated they don't believe in second-chance programs.
- It was suggested that Adult Education could be moved to community colleges and technical institutions.
- Senator Stephenson had told Mary he was not as interested in moving Adult Education to Workforce Services as acquiring more connections with them, and getting adults into training and other services provided by them.
- Comment was made that Workforce Services is currently neutral to the move because they are part of the Executive Branch of the government.

Attention was then directed to the "Facts" document, and Mary requested input and suggestions from the committee to finalize its completion. She indicated it was her desire to present this paper to the Interim Committee and make a "good pitch" as to why we should have adult education at the State Office and in the districts. When asked if this document was to educate people or support a certain point of view, Mary answered that it was to do both.

Several suggestions were made as well as some concerns addressed regarding the Facts document and Interim Committee Meeting.

- The legislature has been asking about high school diplomas and GED. It was suggested to give an explanation on adult basic education.
- The legislators don't understand the barriers of employment without a piece of paper.
- There needs to be more focus on partnerships; there are gaps in services.
- Reference was made to on-the-job training and connections. A response was made that referral flows are important to help a customer know where to go and who to talk to. It was indicated that the Workforce Services has a pathway they encourage customers to use so they can access the services for adult education. The referrals take place by whatever works best in the customer's region.

- Indication was made that the Schools-to-Career pilot program was an excellent model regarding referrals.
- Comment was made that Senator Stephenson had inquired what our charter was.
- It was suggested that somebody needs to talk about accreditation issues.
- Question was raised as to whether or not James Andersen should attend the meeting as an official representative of the Advisory Board. In the past it has been important to have a representation from a wide body.
- What is the history of a one-stop? What should it look like, and how should adult education be implemented as a one-stop? There are many regions where education is not a priority to get a job.

Gary Wixom indicated to move that the Advisory Council take a position that Adult Education remain in public education, and they continue to strengthen the relationship between adult education, post-secondary education and Workforce Development.

Wayne Mifflin seconded the motion. When asked "all in favor" the motion passed with two abstentions. They were Suzette Hudson and Norman Nakamura from Workforce Services. The remainder was in favor.

Edwin Espinel emphasized, "We all feel Adult Education must remain here, but we have brought up a lot of issues that need to be worked on, and they need to be addressed rather than just overlooked." Shauna South agreed with Edwin, and motioned that the professional group called the Utah Association for Adult, Community and Continuing Education (UAACCE) should be getting on board and involved in supporting issues. The motion was seconded.

Nate suggested changing the word "strengthen" to "formalize" but after several comments, it was decided that the word "strengthen" would work best.

Mountainlands Adult Education and DWS Presentation

Karen Daniels, Center Manager of Provo's Workforce Services, and Geri Swalberg, from Provo School District's Adult Education, gave a presentation of various issues, barriers and concerns involved in the partnership of their two organizations. Their common desire is for a higher success rate for the adults who do not have an education, high school diploma or a GED. Geri indicated they were obviously in some decision-making positions, and wanted things to work for the benefit of the adult population that both organizations serve.

Their presentation consisted of the following items as summarized by Paula Oakey:

1. A decline in job opportunities for those without high school diplomas or GEDs.
2. A need for a common referral system.
3. The ability to get high school credit for work-related training. There is a need to have some employers that would step forward and say they would be willing to do this.)
4. Issues regarding testing levels and acquiring a common testing system. (Geri indicated the directive is that there is only one test they can accept, and if a client comes to them from Manpower, DWS or any other rehab agency or college, Provo is the only organization using TABE and the student has to be retested. (She also mentioned it was a barrier not to be able to accept different test levels.)
5. WIA issues were discussed about education being an approved activity for qualification in that program.

6. Disincentives for the Department of Workforce and the Department of Adult Education to work together.
 - Rule interpretation of the Adult Education Policy (Shauna was requested to obtain the rule.)
 - Assessment methods congruency
 - No Child Left Behind teacher qualification
 - Geographic distance

Lunch

Quality Standards for English Language Acquisition

Shauna addressed this agenda item, and indicated that hearings were held across the state and could be checked on the website. She reviewed several hand-outs with the committee and made reference to one of them (created by Nancy Giraldo) as being a good template to build on for Adult Education.

Shauna's information in the following paragraph was summarized by Paula Oakey. Shauna discussed the need for standardization regarding adult education curriculum. Progress has been made in GED, High School Completion and ESL but there needs to be more on the ABE standard components. She suggested that we look at the Utah English Language Proficiency standards, and the design for No Child Left Behind template with the idea of adapting the adjusting standards within to fit the curricula areas listed above. Shauna suggested putting a task force together involving local teachers and administrators to look at the ABE curriculum in order to create and publish standards. The advantages to this would be 1) to create credence for adult education in reporting to the legislature and funding sources; 2) qualifying for federal funding; and 3) to correlate with the national reporting system. (Shauna indicated that Nancy would be willing to help with these standards.) Edie mentioned a need also for a "cultural sensitivity" component which is modeled by Washington State. We also discussed "Equipped for the Future" as a standard template to use when trying to restructure for adult education.

Shauna read the following national legislation: *"Our federal funding is dependent upon evidence of real educational gains or skills which assists adult learners to find and retain employment or qualify for post secondary education."* She emphasized that having standards in place helps justify where we are in the state as well as assures consistency in program content and student outcomes in adult education throughout Utah.

Other Business

- Edie apologized for being late, and it was suggested to read her the proposal made earlier in the meeting.
- Mary indicated the review for the Coordinator's position was scheduled for July 22, 2005
- Kim Dohrer, with Ogden District, has left the Advisory Committee to accept a new assignment starting July 1, 2005 (She indicated in an email that her heart ached to leave her adult education friends.

Agenda Items for August's Meeting

- Follow up on the Interim Meeting

- Review Schools to Career Model
- Q & A (pulled from the agenda for July 13th meeting)
- Update on Adult Education Coordinator's position
- Discussion about the Subcommittees
- Committee member terms and open-seats for discussion

Meeting Adjourned.